IEP Individualized Education Program

District: South-Western City SD

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SECTION 4 EXTENDED SCHOOL YEAR SERVICES

CHILD'S INFORMATION

NAME: [redacted] ID NUMBER: [redacted]

STREET: [redacted]

CITY: Columbus STATE: OH ZIP: 43228

DATE OF BIRTH: [redacted]

DISTRICT OF RESIDENCE: South-Western City SD

COUNTY OF RESIDENCE: Franklin

DISTRICT OF SERVICE: SWCSD

Is the child in preschool?	☐ Yes	☒ No
Will the child be 14 years old before the end of this IEP?	☒ Yes	☐ No
Is the child younger than 14 years of age but has transition and postsecondary goal information?	☐ Yes	☒ No
Is the child a ward of the state?	☐ Yes	☒ No
IEP by third birthday? (If transitioning from Part C services)	☐ Yes	☐ No

PARENT'S / GUARDIAN INFORMATION

NAME: [redacted]

STREET: [redacted]

CITY: Columbus STATE: OH ZIP: 43228

HOME PHONE: [redacted] WORK PHONE:

CELL PHONE: [redacted] EMAIL: [redacted]

NAME: [redacted]

STREET:

CITY: STATE: ZIP:

HOME PHONE: [redacted] WORK PHONE:

CELL PHONE: [redacted] EMAIL: [redacted]

OTHER INFORMATION:

[redacted] goes by the name [redacted]. They have been diagnosed with ADHD and are currently on medication. They have also been diagnosed with anxiety and depression.

MEETING INFORMATION

MEETING DATE: 09/18/2024

MEETING TYPE:

- ☐ INITIAL IEP
- ☒ ANNUAL REVIEW
- ☐ REVIEW OTHER THAN ANNUAL REVIEW
- ☐ AMENDMENT
- ☐ OTHER

IEP TIME LINES

ETR COMPLETION DATE:

NEXT ETR DUE DATE:

IEP EFFECTIVE DATES

START: 09/23/2024

END: 09/17/2025

NEXT IEP REVIEW: 09/17/2025

IEP FORM STATUS

(check when complete)

- ☒ 1. FUTURE PLANNING
- ☒ 2. SPECIAL INSTRUCTIONAL FACTORS
- ☒ 3. PROFILE
- ☒ 4. EXTENDED SCHOOL YEAR SERVICES
- ☒ 5. POSTSECONDARY TRANSITION SERVICES
- ☒ 6. MEASURABLE ANNUAL GOALS
- ☒ 7. SPECIALLY DESIGNED SERVICES
- ☒ 8. TRANSPORTATION AS A RELATED SERVICE
- ☒ 9. NONACADEMIC AND EXTRACURRICULAR
- ☒ 10. GENERAL FACTORS
- ☒ 11. LEAST RESTRICTIVE ENVIRONMENT
- ☒ 12. STATEWIDE AND DISTRICTWIDE TESTING
- ☒ 13. EXEMPTIONS
- ☒ 14. MEETING PARTICIPANTS
- ☒ 15. SIGNATURES

AMENDMENTS: (Complete only if amending the IEP)

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT AND ROLE	INITIALS

1 FUTURE PLANNING

[redacted] is not exactly sure what they want to do after high school graduation. They would like to gain full time employment. They are interested in a career involving art.

2 SPECIAL INSTRUCTIONAL FACTORS

Items checked "Yes" will be addressed in this IEP:

Does the child have behavior which impedes his/her learning or the learning of others?	Yes [x]	No [ ]
Does the child have limited English proficiency?	Yes [ ]	No [x]
Is the child blind or visually impaired?	Yes [ ]	No [x]
Does the child have communication needs (required for deaf and hearing impaired)?	Yes [ ]	No [x]
Does the child need assistive technology devices and/or services?	Yes [ ]	No [x]
Does the child require specially designed physical education?	Yes [ ]	No [x]

3 PROFILE

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):

BACKGROUND INFORMATION:
[redacted]" is an 8th grade student here at Norton Middle School. They go by the name [redacted] and identify themselves by the pronouns they, them and their. [redacted] attended Davis Middle School in Dublin City Schools before enrolling here at Norton. They are receiving services in the general education classroom for all core academic classes and pull out from the intervention specialist during intervention period in the extended learning area. This same placement should continue for the remainder of this IEP. [redacted] lives with their dad older sister, and older brother..

PARENT CONCERNS:
No concerns at this time.

STUDENT INTERESTS:
[redacted] is interested in joining the Art Club this school year and possibly the Drama Club. Their favorite classes are art and language arts. In their free time they enjoy drawing, writing and doing origami.

STRENGTHS AND WEAKNESSES:
[redacted] shows strengths in the areas of writing, reading comprehension, math computation, and applied problems. They also show strengths in the areas of art and drawing. They have good attendance and come to class and school on time.
They show weaknesses in the areas of maintaining attention, transitioning between activities, finishing assignments on time and completing tasks, advocating for themselves, and organizational skills..

ETR INFORMATION:
According to [redacted]'s most recent ETR dated 10/9/23, they qualify for services under the Other Health Impairment (OHI) category. [redacted] difficulties with attention and executive functioning skills are impacting their ability to access the general education curriculum. Across settings, [redacted] experiences significant difficulty maintaining necessary levels of attention (BASC-3 Attention Problems scale; ASRS Attention scale; Conners-4 Inattention/Executive Dysfunction and ADHD Inattentive Symptoms scales). It is challenging for [redacted] to sustain their attention and appropriately focus on one thing while ignoring other things. They also struggle with siklis such as starting tasks Independently, holding information In mind for the purpose of completing a task, and organization (BRIEF-2 Initiate, Working Memory, and Organization of Materials scales). The team agrees that these identified areas of need are having an adverse effect on Clt's educational performance and that specially designed instruction is necessary for their success.
[redacted] was administered the Wechsier Individual Achievement Test-Fourth Edition (WIAT-4) in order to assess their reading, writing, and math skills as compared to a national sample of same-age peers. [redacted] scores on all of the subtests administered to them fell within the average - very high ranges.Cit demonstrated strong reading skills, as they were able to decode/recognize Individual words and understand/draw Inferences from written text at levels that were above those of their same-age peers (Word Reading=124;Reading Comprehension=116),Cit was also able to efficiently read aloud, as they demonstrated age-appropriate reading fluency skills (Oral Reading Fluency-108). [redacted] also demonstrated strong math skills (Numerical Operations=120; Math Problem Solving=116). On the Numerical Operations subtest, [redacted] experienced significant difficulty maintaining their attention. [redacted] would often attempt to

3 PROFILE

engage in off-topic conversation with the examiner, and lay their head on the table. Although they ultimately demonstrated strong math calculation skills on this task, it took an extended amount of time for [redacted] to complete the problems due to their tendency to became distracted. It's difficulties with maintaining attention also seemed to impact their writing. Specifically, given ten minutes to write an essay, [redacted] spent several minutes planning out what they were going to write. This planning time was Included In the ten minutes [redacted] was allotted to write the essay. When the examiner told [redacted] that they had one minute left to write, [redacted] expressed that they need more time to finish the essay. It is likely that [redacted] may have higher score on this subtest had it not Included a time limit, or if they had spent less time planning. On the Spelling subtest, [redacted] was asked to write words of increasing difficulty, all of which were presented to them orally by the examiner. [redacted] scored in the extremely high range on this subtest (Spelling=143). This result suggests that [redacted]'s encoding skills are significantly above those of their same-age pears. The [redacted] Brief Intelligence Test - Second Edition (KBIT-2) was administered to [redacted] as part of their reevaluation for special education services as a fourth grader (10/14/2020). The results of this assessment are Verbal SS = 130 (above average), Nonverbal SS = 129 (above average), and IQ Composite SS = 134 (above average).

STATE AND DISTRICT TESTS:
On the MAP Reading Assessment taken in the fall of the 2023/2024 school year, [redacted] had a score of 240 placing them in the 94%ile when compared to their same-age peers
On the MAP Reading Assessment taken in the winter of the 2023/2024 school year, [redacted] had a score of 232 placing them in the 82%ile when compared to their same-age peers.
On the MAP Math Assessment taken in the fall of the 2023/2024 school year,Cit had a score of 239 placing them in the 86%ile when compared to their same-age peers.
On the MAP Math Assessment taken in the winter of the 2023/2024 school year, [redacted] had a score of 242 placing them in the 84%ile when compared to their same-age peers.

MEDICAL AND SAFETY CONCERNS:
[redacted] has been diagnosed with ADHD and is currently on medication. They also have anxiety and depression.

ACCOMMODATIONS:
[redacted] will receive the following accommodations in class: Small group (no more than 26 students), extended time to complete assignments and tests (2 times allotted), redirections, frequent check ins between teacher and student (2 times per class), breaks, preferential seating near teacher, checklists, guided notes, highlight key words and concepts, fidgets, break larger assignments down into smaller more manageable parts. and corrective feedback.

TRANSITION STATEMENT:
[redacted] will need a course of study to support their goal of obtaining full time employment after graduating from high school. This will include classes needed to meet high school graduation requirements. [redacted] is interested in obtaining their driver's license and would like to stay here in Columbus after high school graduation. They want to live with roommates.

4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary? ☐ Yes ☒ No

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination? ☐ Yes ☒ No

Date to Reconvene

5 POSTSECONDARY TRANSITION

POSTSECONDARY TRAINING AND EDUCATION

MEASURABLE POSTSECONDARY GOAL:
After high school graduation, [redacted] will receive on the job training at a place of employment.

Age Appropriate Transition Assessment regarding Post Secondary Training and Education (indicating student's needs, strengths, preferences and interests)
On the Transition Planning and Assessment Form that was completed by [redacted] and Miss [redacted] in Sept 2024, they would like to either obtain a job or attend a 2 or 4 year college after high school graduation. Their education preferences include: Whole or small group instruction, hands on activities, working alone, written instructions and sitting close to the teacher. Their favorite classes are art and language arts.

On a student questionnaire that [redacted] filled out their strong points are reading, writing and art. Their weak points are science and staying on task. When they go to high school they see themselves joining the Art Club and an Alliance Club at Westland High School. After high school graduation, they see themselves obtaining a job in an art related field.

COURSES OF STUDY:
Curriculum based on the Ohio Learning Standards.

NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs
1, 2

TRANSITION SERVICE/ACTIVITY:	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The intervention specialist will instruct [redacted] on using calendar tools (like Google Calendar or a planner) for keeping track of assignments and tests.	09/23/2024	09/17/2025	2 times	Intervention specialist

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- ☐ A. Anecdotal Record
- ☐ B. Checklist
- ☐ C. Work Sample
- ☐ D. Rubric
- ☒ E. Other (list) Google Calendar

COMPETITIVE INTEGRATED EMPLOYMENT

MEASURABLE POSTSECONDARY GOAL:
After high school graduation, [redacted] will gain full time employment.

Age Appropriate Transition Assessment regarding Competitive Integrated Employment (indicating student's needs, strengths, preferences and interests)
On the Transition Planning and Assessment Form completed by [redacted] and Miss [redacted] in Sept 2024, their work condition preferences include: Working inside, working with others or alone, sitting or standing, being dirty, wearing no uniform, working afternoons, having a variety of tasks or the same task, and slow paced. [redacted] arrives to school and class on time, has good hygiene, is polite, has good attendance, is trustworthy, dresses appropriately, follows directions, shows great effort and is independent. [redacted] is lower in the areas of staying on task. being prepared, being even tempered, getting along with others, asking for help, completing work on time and having a positive attitude.

On a Career Cluster Inventory that [redacted] filled out on the Pathway program, the areas they scored highest in were Architecture and Construction and Arts, Technology and Communication, both with a score of a 24, Human services with a score of a 22 and Agriculture, Food and Natural Resources with a score of a 16.

COURSES OF STUDY:
Career exploration opportunities and study will be provided to [redacted] within the 8th grade curriculum.

NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs
1, 2

TRANSITION SERVICE/ACTIVITY:	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The intervention specialist will support [redacted] in filling out a practice job application and use that information as a template for completing future applications.	09/23/2024	09/17/2025	2 times	Intervention specialist

5 POSTSECONDARY TRANSITION

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- [ ] A. Anecdotal Record
- [ ] B. Checklist
- [x] C. Work Sample
- [ ] D. Rubric
- [ ] E. Other (list)

INDEPENDENT LIVING (As appropriate)

MEASURABLE POSTSECONDARY GOAL:
After high school graduation, [redacted] will live with roommates in an apartment.

Age Appropriate Transition Assessment regarding Independent Living (indicating student's needs, strengths, preferences and interests)
On the Transition Planning and Assessment Form that was completed by [redacted] and Miss [redacted] in Sept 2024, their living preferences include: Living with others, staying here in Columbus, and getting their driver's license. At home their chores include doing the dishes and feeding the cats. They would like to join the Art and Drama Club. Their strengths and needs include: Arriving to appointments on time, having good attendance, and responding appropriately to conversations with others. They were lower in the areas of expressing strengths and needs, identifying long and short term goals and taking steps to reach those goals,, creating a budget, locating housing, and shopping for groceries.

On an Independent Living Postsecondary Goal Worksheet, [redacted] was higher in the areas of home living, community involvement, self advocacy, personal safety and interpersonal relationships and transportation. They were lower in the areas of health and wellness, law and politics and household and money management..

COURSES OF STUDY:
Career exploration opportunities and study will be provided to [redacted] within the 8th grade curriculum.

NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs
1, 2

TRANSITION SERVICE/ACTIVITY:	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The intervention specialist will assist [redacted] with developing strategies for handling difficult situations.	09/23/2024	09/17/2025	2 times	Intervention specialist

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- [ ] A. Anecdotal Record
- [x] B. Checklist
- [ ] C. Work Sample
- [ ] D. Rubric
- [ ] E. Other (list)

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD COMPLETION OF TRANSITION SERVICES/ACTIVITIES TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6B Transition Progress Report form.

Target date for child to Graduate:

6 MEASURABLE ANNUAL GOALS

Number: 1 **Area:** Executive Functioning

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

PROGRESS:
[redacted] is a recently enrolled student in the South-Western City School District. Progress will be reported every nine weeks.

PERFORMANCE/BASELINE DATA:
According to data from Dublin City Schools, [redacted] works well with their peers, they are creative, transitions independently, attends school regularly, and has positive relationships with adults. They struggle with maintaining attention, task initiation, sustaining their attention and appropriately focusing on one thing while ignoring other things, holding information in mind for the purpose of completing a task, organization, self-advocacy, and finishing tasks all the way through.

ASSESSMENTS:
[redacted]'s difficulties with attention and executive functioning skills are impacting their ability to access the general education curriculum. Across settings, [redacted] experiences significant difficulty maintaining necessary levels of attention (BASC-3 Attention Problems scale; ASRS Attention scale; Conners-4 Inattention/Executive Dysfunction and ADHD Inattentive Symptoms scales). It is challenging for [redacted] to sustain their attention and appropriately focus on one thing while ignoring other things. They also struggle with sklis such as starting tasks Independently, holding information In mind for the purpose of completing a task, and organization (BRIEF-2 Initiate, Working Memory, and Organization of Materials scales).

GRADE LEVEL INDICATORS:
According to middle school standards, students should be able to begin a task when assigned and maintain focus on the task for a specific amount of time. [redacted] needs to work on this skill in order to be equivalent with their peers.

INTERVENTIONS:
[redacted] will receive direct small group instruction in executive functioning through the use of modeling, guided practice, repeated practice, use of organizational systems, corrective feedback, and positive reinforcement.

NON ACADEMIC:
[redacted] is kind and is easy to have a conversation with. They are very creative, intelligent, and introspective. They will willingly seek out social-emotional support when needed.

MEASURABLE ANNUAL GOAL

Given an academic task, [redacted] will begin the task and remain engaged for the allotted amount of time with one or less prompts in 2/3 given opportunities, by the end of the IEP.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

☐ A. Curriculum-Based Assessment	☐ E. Short-Cycle Assessments	☐ I. Work Samples
☐ B. Portfolios	☐ F. Performance Assessments	☐ J. Inventories
☐ C. Observation	☒ G. Checklists	☐ K. Rubrics
☐ D. Anecdotal Records	☐ H. Running Records	

MEASURABLE OBJECTIVES

NUM	OBJECTIVE
1.1	Given an academic task, [redacted] will gather all necessary materials to start the task in 2/3 given opportunities, by the end of the IEP.
1.2	Given an academic task, [redacted] will listen to instructions given and/or read instructions about the task in 2/3 given opportunities, by the end of the IEP.
1.3	Given an academic task, [redacted] will begin the task and remain engaged for the allotted amount of time with one or less prompts in 2/3 given opportunities, by the end of the IEP.

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every 9 weeks

6 MEASURABLE ANNUAL GOALS

Number: 2 **Area:** Self Regulation

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

PROGRESS:
[redacted] is a recently enrolled student in the South-Western City School District. Progress will be reported every nine weeks.

PERFORMANCE/BASELINE DATA:
According to data from Dublin City Schools [redacted] is kind, creative, intelligent, willingly seeks soclal-emotional support, and is very introspective. [redacted] needs to improve the ability to independently express emotions, increase articulation of factors contributing to emotions, improve identification of impact of emotions on functioning, and build up catalog of tools touse for emotional regulation and accommodations.

ASSESSMENTS:
[redacted]'s difficulties with attention and executive functioning skills are impacting their ability to access the general education curriculum. Across settings, [redacted] experiences significant difficulty maintaining necessary levels of attention (BASC-3 Attention Problems scale; ASRS Attention scale; Conners-4 Inattention/Executive Dysfunction and ADHD Inattentive Symptoms scales). It is challenging for [redacted] to sustain their attention and appropriately focus on one thing while ignoring other things. They also struggle with sklis such as starting tasks Independently, holding information In mind for the purpose of completing a task, and organization (BRIEF-2 Initiate, Working Memory, and Organization of Materials scales).

GRADE LEVEL INDICATORS:
According to middle school standards, students should be able to identify their feelings and use tools and strategies to help with their feelings. [redacted] needs to work on thees skills in order to be equivalent with their peers.

INTERVENTIONS:
[redacted] will receive direct one on one and/or small group instruction through the use of modeling, cueing, role playing, instruction in identifying stressors, teaching and utilizing coping strategies, positive reinforcement, and integration skill development.

NON ACADEMIC:
[redacted] is kind and is easy to have a conversation with. They are very creative, intelligent, and introspective. They will willingly seek out social-emotional support when needed.

MEASURABLE ANNUAL GOAL

Given a verbal cue, [redacted] will identify how they are feeling, why they might feel that way, how their feelings are impacting their day, and at least one tool (coping skill, accommodation, social support, etc) that they can use to decrease any adverse outcomes related to their state of being, with no more than 2 prompts in 80% of observed opportunitles by the end of the IEP.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

☐ A. Curriculum-Based Assessment	☐ E. Short-Cycle Assessments	☐ I. Work Samples
☐ B. Portfolios	☐ F. Performance Assessments	☐ J. Inventories
☐ C. Observation	☒ G. Checklists	☐ K. Rubrics
☐ D. Anecdotal Records	☐ H. Running Records	

MEASURABLE OBJECTIVES

NUM	OBJECTIVE
2.1	Given a verbal cue, [redacted] will identify how they are feeling in 80% of observed opportunitles by the end of the IEP.
2.2	Given a verbal cue, [redacted] will identify why they might feel the way they do in 80% of observed opportunitles by the end of the IEP.
2.3	Given a verbal cue, [redacted] will identify how their feelings are impacting their day in 80% of observed opportunitles by the end of the IEP.
2.4	Given a verbal cue, [redacted] will identify at least one tool (coping skill, accommodation, social support, etc) that they can use to decrease any adverse outcomes related to their state of being, with no more than 2 prompts in 80% of observed opportunitles by the end of the IEP.

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every 9 weeks

7 DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE		GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION:				
Behavior - Specially Designed Instruction Specially designed instruction in executive functioning skills with a focus on: Direct instruction, Opportunities for small group instruction, Modeling, Guided practice, Repeated practice, Use of organizational systems, Positive reinforcement.		1	Intervention Specialist	General Education Classroom
BEGIN: 09/23/2024	END: 09/17/2025	AMOUNT OF TIME: 20 (min)		FREQUENCY: Per Month
Behavior - Specially Designed Instruction Specially designed instruction in self regulation skills with a focus on: Direct one on one and/or small group instruction, Modeling, Role playing, Instruction in identifying stressors, Teaching and utilizing coping strategies and positive reinforcement		2	Intervention Specialist	Extended Learning Area
BEGIN: 09/23/2024	END: 09/17/2025	AMOUNT OF TIME: 20 (min)		FREQUENCY: Per Month
RELATED SERVICES:				
BEGIN:	END:			
ASSISTIVE TECHNOLOGY:				
BEGIN:	END:	AMOUNT OF TIME:		FREQUENCY:
ACCOMMODATIONS:				
Accommodations include: [redacted] will receive the following accommodations in class: Small group (no more than 26 students), extended time to complete assignments and tests (2 times allotted), redirections, frequent check ins between teacher and student (2 times per class), breaks, preferential seating near teacher, checklists, guided notes, highlight key words and concepts, fidgets, break larger assignments down into smaller more manageable parts. and corrective feedback.				
BEGIN: 09/23/2024	END: 09/17/2025			
MODIFICATIONS:				
BEGIN:	END:			
SUPPORT FOR SCHOOL PERSONNEL:				
BEGIN:	END:			

7 DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE		GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SERVICE(S) TO SUPPORT MEDICAL NEEDS:				
BEGIN:	END:			

8 TRANSPORTATION AS A RELATED SERVICE

Does the child require special transportation? ☐ Yes ☒ No

Does the child need transportation to and from services? ☐ Yes ☒ No

Does the child need accommodations or modifications for transportation? ☐ Yes ☒ No

If yes, check any transportation accommodations/modifications that are needed

- ☐ The bus driver will be notified of the child's behavioral and/or medical concerns
- ☐ Specially Adapted Vehicle ☐ Wheelchair lift ☐ Aide (for transportation only)
- ☐ Securement Systems ☐ Car Seat ☐ Safety Vest
- ☐ Other Specify: _____

9 NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with their nondisabled peers?

Describe

[redacted] will have the same opportunities to participate in nonacademic and extracurricular activities as non-disabled peers.

If the child will not participate in non-academic/extracurricular activities, explain.

10 GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED

The strengths of the child? ☒ Yes ☐ No

The concerns of the parents for the education of the child? ☒ Yes ☐ No

The results of the initial or most recent evaluations of the child? ☒ Yes ☐ No

As appropriate, the results of performance on any state or district-wide assessments? ☒ Yes ☐ No

The academic, developmental, and functional needs of the child? ☒ Yes ☐ No

Regarding the Third Grade Reading Guarantee, is the child on-track for reading? ☐ Yes ☐ No ☒ NA

11 LEAST RESTRICTIVE ENVIRONMENT

For School Age:

Does the child attend the school they would attend if not disabled? ☒ Yes ☐ No

Does this child receive all special education services with nondisabled peers? ☒ Yes ☐ No

12 STATEWIDE AND DISTRICT WIDE TESTING

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)? ☐ Yes ☒ No

Click below for guidance in considering AASCD:
Ohio AASCD Participation Criteria

Accessibility on district and statewide tests

Will the child participate in district wide and state wide assessments with accommodations? ☒ Yes ☐ No

For each subject tested in the child's grade, choose the method of assessment below.
If "With Accommodations" is chosen for any subject, provide a description of the Accommodations for each subject in the right column. Alternate Assessment, if chosen, must apply to all tests taken.

1. DISTRICT TESTING
(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific within the classroom across the district)

AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
ELA Reading		
ELA Writing		
Mathematics		
Science		
Social Studies		
Other		

2. STATEWIDE TESTING
(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific)

AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
ELA Reading	OST - ELA	Per Testing protocol:, Breaks, Extended time (2x allotted amount), Familiar test administrator, Small group administration (no more than 26 total students)
ELA Writing		
Mathematics	OST - Math	Per Testing Protocol:, Breaks, Extended time (2x allotted amount), Familiar test administrator, Small group administration (no more than 26 total students)
Science	OST - Science	Per Testing Protocol:, Breaks, Extended time (2x allotted amount), Familiar test administrator, Small group administration (no more than 26 total students)
Social Studies		
Other		

13 EXEMPTIONS

Third Grade Reading Guarantee (See The Ohio Third Grade Reading Guarantee Guidance Manual for details)

Applicable ☐ NA ☒

Does the child have a significant cognitive disability? Yes ☐ No ☐

If yes, the child is not required to take the reading diagnostic assessment and is, therefore, removed from all the provisions of the Third Grade Reading Guarantee (including retention).

If no, the team considered all data and made the following decision (check one):

Not to exempt the child from the retention provision of the Third Grade Reading Guarantee ☐

To exempt the child from the retention provision of the Third Grade Reading Guarantee ☐

Graduation Tests

Applicable ☐ NA ☒

Is the child excused from the consequences of not passing required graduation tests? Yes ☐ No ☐

The child is excused from the consequences of not passing the required graduation tests in the following subjects:

Category	Course Title	Justification

Other Assessments

Applicable ☐ NA ☒

Assessment	Justification

14 MEETING PARTICIPANTS

THIS IEP MEETING WAS:

- [x] Face-to-Face Meeting
- [ ] Video Conference
- [ ] Telephone Conference/Conference Call
- [ ] Other

IEP EFFECTIVE DATES:

START: 09/23/2024

END: 09/17/2025

DATE OF NEXT IEP REVIEW: 09/17/2025

IEP MEETING PARTICIPANTS

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP

NAME	POSITION	SIGNATURE	DATE
[redacted], [redacted]	INTERV SP (SPEDSTAFF)		
[redacted], [redacted]	Father (GUARDIAN)		
[redacted], [redacted]	Teacher		
[redacted], [redacted]	ASST PRIN (ADVISORSTAFF)		

PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS

NAME	POSITION	SIGNATURE	DATE

* IF THE GENERAL EDUCATION TEACHER, INTERVENTION SPECIALIST, DISTRICT REPRESENTATIVE OR PERSON KNOWLEDGABLE ABOUT THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATION DATA HAVE SIGNED AS NOT IN ATTENDANCE AT THE IEP MEETING, THERE MUST BE A WRITTEN EXCUSE ON FILE.

** THE STUDENT IS A PREFERRED MEMBER UP TO AGE 18 WHEN THEY BECOME A REQUIRED MEMBER UNLESS THERE IS NO TRANSFER OF GUARDIANSHIP.

15 SIGNATURES

INITIAL IEP

☐ I give consent to initiate special education and related services specified in this IEP.*

☐ I give consent to initiate special education and related services specified in this IEP except for**

AREA: _____

☐ I do not give consent for special education and related services at this time.**

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP ANNUAL REVIEW (Not a Change of Placement)

☒ I agree with the implementation of this IEP.*

☐ I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the following special education and related services specified in this IEP.**

AREA: _____

Note: Not a Change of Placement does NOT require a parents' signature to implement the IEP.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP REVIEW (Change of Placement)

☐ I give consent for the change of placement as identified in this IEP.*

☐ I do not give consent for the change of placement as identified in this IEP.**

☐ I revoke consent for all special education and related services.**

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

PROCEDURAL SAFEGUARDS NOTICE

The parent received a copy of the Procedural Safeguards Notice at the IEP Meeting in the following form:

Hardcopy Yes ☒ No ☐ IF NO, DATE SENT TO PARENTS: _____

Transfer of Rights at Age of Majority

By the child's 17th birthday, the child and the child's parents or surrogate parent received a copy of their procedural safeguards notice informing them that the transfer of procedural safeguard rights under IDEA will take place on the child's 18th birthday. Yes ☒ No ☐

CHILD'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

COPY OF THE IEP

The parents received a copy of the IEP at the IEP meeting. Yes ☒ No ☐ IF NO, DATE SENT TO PARENTS: _____

* The district must provide prior written notice to the parents summarizing the outcome of the IEP meeting before implementing the IEP.

** If there is not agreement or consent is revoked, the district must provide prior written notice to the parents.